

## CHAPTER III

### METHODOLOGY

This chapter presents the design of the study, settings, researches question, technique of data collection, and followed by the technique of data analysis.

#### 3.1 Research Design

This research uses qualitative research. The main reason for descriptive research in qualitative research begins with the 'what' or 'how' questions. Qualitative research aims to explain phenomena in depth through in depth data collection. This study uses a qualitative design because this design is a phenomenon in the observation of components such as humanism or the individual and human behavior is the answer to awareness which is all concerned with the substance of the meaning of it. Creswell (1998) states that qualitative research is a process of inquiry based on different and methodological traditions to explore social or human problems. So, this study will ask students to describe how they apply memory strategies in writing.

#### 3.2 Setting and Context

This research will be carried out in the semester of the 2021 academic year. They are majoring in English Education at IAIN Kendari which consists of 10 students consisting students in class B. All students are 19 to 21 years old. The researcher chose the students by purposive sampling because the researcher reflected on the students' memory of their strategies.

### 3.3 Participant of the study

The participants of this study were students of the English Education Department of IAIN Kendari in class B in the five semesters. Consists of 10 students consisting class B. Their ages are around 19-21 years. The researcher decided to select students as participants based on their experience of writing English paragraphs.

#### PROFILE DEMOGRAPHIC PARTICIPANT

No	Name	Semester	Writing Class	Gender
1	RBS	V	B	Female
2	H	V	B	Female
3	RJ	V	B	Female
4	AYAK	V	B	Male
5	CS	V	B	Female
6	NF	V	B	Male
7	HJ	V	B	Female
8	SRS	V	B	Female
9	NAY	V	B	Male
10	AU	V	B	Female

### **3.4 The instrument of the study**

According to Sekaran (2000), the quality of research data depends on the quality of the instruments and the quality of the data collection techniques (Isti, 2010). Therefore, in this study the researchers using instruments, such as reflections.

Researchers use reflection to obtain data because journaling or reflective learning is considered one of the most commonly used strategies due to its practical use. The use of reflection also aims to obtain more accurate information about the challenges students feel

In this research reflection includes analysis of the wider context of experience and action, meaning and understanding, and is also used as a strategic research to collect data. According to Moon, reflective writing can be done for several reasons, such as: theory development and adjustments in practical studies, preparation of action plans, solutions of ambiguity and search alternatives, evaluation of personal progress, etc. There are five questions for reflection and can be seen (appendix). To clarify the answers that are lacking in reflection Researchers use interviews.

### **3.5 Data Collection and Procedure**

Reflection is used to get to know my students better, understand their strengths and weaknesses with content and study habits. Reflection provides an opportunity for students to practice making and acting on growth mindset

comments. Reflection was investigated by asking some questions in written form, it was one of the methods used in gathering information especially in foreign language research. This is in line with Brown (2001) the idea that any written instrument presents respondents with a series of questions or statements to which they react either by writing down their answers or choosing from among the available answers. In the reflection carried out by researchers in class B, semester five of English education at IAIN Kendari.

This reflection aims to find out how to apply memory strategies in writing. Reflection is done by asking some questions to students in written form via Google form. So, when students want to answer questions given by researchers, it will be very easy because students can directly write answers according to questions on the question sheet section made by researchers using google form. Furthermore, from the results of the reflection, the researcher will make a schedule in analyzing the results of the reflection. So that researchers can obtain data based on the results of the reflections carried out.

### **3.6 Data Analysis**

Data analysis was carried out by looking at the data collected through the reflection results given to students and interviews to clarify the reflection data. In analyzing the data, the steps proposed by Creswell were used, namely: (1) collecting data, (2) preparing data for analysis, (3) reading data, and (4) coding data (Sukmahidayanti, 2015). The following will describe how the process of analyzing the data obtained through reflection will explain the questions used in

the Google form. After the researcher makes a question, the researcher will make a question on the Google form, then share the Google form link to the WhatsApp group, wait for reflection for about a week, the researcher will make a transcript based on the reflection's answer.

In analyzing the reflection transcripts, researchers used coding. After that, the researcher will encode the data, so that the researcher can find out how students apply memory strategies in writing essays. To clarify the data, the researcher conducted interviews via whatsapp, the researcher conducted interviews for approximately 3 days, then combined the results of reflection and interviews so that the research data was more varied, making it easier for researchers to analyze the data.

After scanning the data, researchers develop categories and color codes that are used to more accurately identify the data. Roulston (2014) explains that open coding is the process of associating conceptual labels with parts of the transcript that convey ideas about topic features. . Researchers apply open coding to focus transcripts on several groups according to various relevant reflection questions. It also requires creating initial categories and themes from the data through constant comparisons within each participant and across participants, which helps to define the categories in each case and to identify similarities and differences across cases.

Based on the data collected, the researcher in this study categorize it as a coding theme in analyzing data. An example of the data code is a follow:

<p>Strategi apa yang anda gunakan dalam memudahkan anda menulis sebuah essai?</p>	<p>Creating mental linkages.</p>	<p>Applying images and sound</p>	<p>reviewing well</p>	<p>Employing actions.</p>	
<p>Strategi yang saya lakukan biasanya menuliskan ide yang menarik untuk menyelesaikan sebuah essai. Alasannya ide-ide yang sudah tertuliskan bisa menjadikan list yang tersusun rapi agar mudah menyelesaikan essai. saya akan meriview tulan saya. Apakah ad tulisan yang kurang tepat.</p>	<p>1</p>	<p>1</p>	<p>1</p>	<p>1</p>	

<p>Atau ada ide yang kurang tepat juga. Bisa tambahkan dengan ide<sup>2</sup> yang baru. saya sering melakukan konsultasi kepada dosen. saat konsultasi Saya merekam apa yang dosen berikan arahan untuk mengingat arahan dosen dan mendengarkan kembali saat merefisi</p>					
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